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Empowering teachers and students through situated goal formulation and assessment?

Morten Misfeldt, Marie Falkesgaard Slot, Thomas Illum Hansen, Andreas Lindenskov Tamborg, Jeppe Bundsgaard

A recent curricular revision in Denmark has focused on formulating learning goals for the pupils. Furthermore a new legislation suggests goal directed teaching as a consistent approach to teaching in Danish primary and lower secondary school. These governmental initiatives has been point of departure for a design based research project that simultaneously promotes goal-oriented teaching, and generate knowledge about use patterns and perceived value and obstacles to goal directed teaching. With reference to international research we have designed interventions with intentions of:

- a) improving the linkage of curriculum, objectives, learning materials and resources
- b) representing, translating and transforming curriculum objectives in order to design goal targeted learning
- c) supporting continuous follow-up.

The technological dimension of the intervention is the Goal Arrow (maalpil.dk), a digital tool that supports goal-orientation in education, by allowing teachers to describe lesson plans and expressing associated situated learning goals related to the national curriculum.

Data for each student is collected over a period of time and in relation to several goal arrows, making it possible to sketch out a student achievement profile, a class profile, and a profile of the curriculum areas covered in the period.

Prior to our intervention we have investigated how teachers perceive goal oriented teaching and we found that some teachers sees goal oriented teaching partly as a threat to their autonomy since it could limit their opportunities to pursue spontaneous and unplanned input from pupils in their teaching. We will present a case where a teacher use of the Goal Arrow and perceives the need to change and re-plan the teaching in order to follow up on new opportunities for learning. The case includes the teachers initial concerns, needed re-planning, reflection and reimplementation of the educational design in a colleague's classroom.